

TargetStrategies™
Aligned Reading Strategies
Priority Academic Student Skills
8th Grade

PASS Objective: OKR081502b
Research and information: Conduct research and organize information: Accessing information: Interpreting information: Analyze and evaluate information from a variety of sources: Analyze and paraphrase or summarize information from a variety of sources into a research paper (STANDARD 5.2b)

Focus Objective: The student will analyze, paraphrase, and summarize information from a variety of sources.

Genre: Nonfiction

Reading Integration: Language Arts

Level: Synthesis

Prerequisite Skills:

- determine evidence from a passage that supports a conclusion (R8.9)
- determine the main idea of a nonfictional passage (R8.10)
- differentiate between the main idea and supporting ideas in a passage (R8.11)
- draw reasonable conclusions from the information in a passage (R8.12)
- identify cause-and-effect relationships in a passage (R8.13)
- identify the purpose, audience, and main idea of a passage (R8.15)
- make inferences based on stated and implied information in a passage (R8.16)
- recognize action, reason, and sequence in a passage (R8.17)
- summarize a grade-level-appropriate passage to determine meaning (R8.18)
- apply rules of standard English grammar to a variety of writing applications (R8.20)
- apply proper note-taking strategies in researching information for reports (R8.29)

(Coding refers to an applicable TargetFundamentals™ lesson.)

Related Objectives:

OKR081301b Comprehension: Interact with the words and concepts in the text to construct an appropriate meaning: Literal understanding: Show understanding by asking questions and supporting answers with literal information from text (STANDARD 3.1b)

- OKR081302a Comprehension: Interact with the words and concepts in the text to construct an appropriate meaning: Inferences and interpreting: Make inferences and draw conclusions supported by text evidence and student experiences (STANDARD 3.2a)
- OKR081302b Comprehension: Interact with the words and concepts in the text to construct an appropriate meaning: Inferences and interpreting: Connect, compare, and contrast ideas, themes, and issues across texts (STANDARD 3.2b)
- OKR081303a Comprehension: Interact with the words and concepts in the text to construct an appropriate meaning: Summary and generalization: Determine the main (or major) idea and how those ideas are supported with specific details (STANDARD 3.3a)
- OKR081303b Comprehension: Interact with the words and concepts in the text to construct an appropriate meaning: Summary and generalization: Paraphrase and summarize text to recall, inform, or organize ideas (STANDARD 3.3b)
- OKR081304a Comprehension: Interact with the words and concepts in the text to construct an appropriate meaning: Analysis and evaluation: Distinguish between stated fact, reasoned judgment, and opinion in various texts (STANDARD 3.4a)
- OKR081304b Comprehension: Interact with the words and concepts in the text to construct an appropriate meaning: Analysis and evaluation: Use text's structure or progression of ideas, such as cause and effect or chronology (sequential order) (STANDARD 3.4b)
- OKR081304c Comprehension: Interact with the words and concepts in the text to construct an appropriate meaning: Analysis and evaluation: Compare/contrast to determine similarities and differences in treatment, scope, or organization (STANDARD 3.4c)
- OKR081501a Research and information: Conduct research and organize information: Accessing information: Select the best source for a given purpose, locate information relevant to research questioning: Access information from a variety of primary and secondary sources, including electronic text, experts, and prime resources, to locate information relevant to research questioning (STANDARD 5.1a)
- OKR081502a Research and information: Conduct research and organize information: Accessing information: Interpreting information: Analyze and evaluate information from a variety of sources: Record, organize, and display relevant information from multiple sources in systematic ways (e.g., outlines, timelines, graphic organizers, or note cards) (STANDARD 5.2a)
- OKR081502e Research and information: Conduct research and organize information: Accessing information: Interpreting information: Analyze and evaluate information from a variety of sources: Interpret and use graphic sources of information such as maps, graphs, timelines, or tables to address research questions (STANDARD 5.2e)

INSTRUCTIONAL PREPARATION

Materials:

- chart paper (one three-foot sheet per book-club group, use for Practice)
- markers (one set per book-club group, use for Practice)

Choose or prepare the following:

- two sets of three grade-level-appropriate nonfictional passages on the same topic (use for Practice and for Assessment)

Duplicate the following (one per student unless otherwise indicated):

- *Paraphrase and Summarize* reference sheet (use for Instruction)
- “Killer Bees” passages (use for Instruction)
- *Writing a Paraphrase and a Summary* handout (two per student, use for Instruction)
- “Rainbows” passages (use for Instruction)
- the chosen sets of passages (one set per book-club group, use for Practice; one set per student, use for Assessment)

Prepare a transparency of the following:

- “Dogs Are Important” passage (use for Instruction)
- *Paraphrase and Summarize* reference sheet (use for Instruction)
- “Butterflies” passages (use for Instruction)
- “Killer Bees” passages (use for Instruction)
- *Writing a Paraphrase and a Summary* handout (use for Instruction)

Display the Focus Question:

- What does a reader need to know to paraphrase and summarize information from three passages?

INSTRUCTION

1. To begin the lesson, display the “Dogs Are Important” passage. Read the passage aloud as the students follow along silently. Ask the following questions:

- ✓ What is the topic of the passage? (*An appropriate response is as follows: dogs.*)
- ✓ What is the main idea of the passage? (*An appropriate response is as follows: dogs are important.*)
- ✓ What important details are included? (*An appropriate response is as follows: dogs are pets, guide dogs, police dogs, and entertainers.*)

Discuss the responses for accuracy. Facilitate a discussion that leads the students to the understanding that the main idea and important details are needed to write a summary or a paraphrase of a paragraph.

2. Distribute copies of the *Paraphrase and Summarize* reference sheet and display the transparency. Read and discuss the information about a paraphrase and a summary. Explain that while the two are similar, a summary is much shorter and does not include all the details, and a paraphrase is a restatement of all the important details of the passage. Explain also that a summary or a paraphrase can be written based on information in more than one passage.
3. Read aloud and discuss the “How to Write a Summary and a Paraphrase” section of the reference sheet. Explain that some of the steps are similar but that a paraphrase requires writing notes on the important details included.
4. Facilitate a discussion to show that both paraphrasing and summarizing are important skills when writing a research paper. When including in a research paper information from other sources, it is important to restate, or paraphrase, the information in other words while still including the necessary important details. Summarizing is important when a writer wants to recall the main idea of a source.
5. Display the first page of the “Butterflies” transparency so that only “Passage One” is visible. Read aloud “Passage One” while the students read along silently. Then ask the following questions:
 - ✓ What topic is covered in this passage? (*An appropriate response is as follows: butterflies.*)
 - ✓ What is the main idea of this passage? (*An appropriate response is as follows: a butterfly looks interesting.*)
 - ✓ What are the important details in this passage? (*An appropriate response is as follows: a butterfly has large and colorful wings, six legs, antennae, and tiny sensory hairs covering its body.*)

Discuss the responses for accuracy. Repeat the questioning sequence with “Passage Two” and “Passage Three” and discuss the responses.

6. Then display the second page of the “Butterflies” transparency. Point out to the students that the topic, main idea, and important details of each passage have been organized into notes that will be useful when writing a summary or a paraphrase. Read through the information in the top three boxes. Read the paraphrase aloud and facilitate a discussion about the topic, main ideas, and details included in the paraphrase. Repeat this procedure with the summary portion of the transparency.
7. Tell the students that in today’s lesson they will be reading passages and paraphrasing and summarizing the information.
8. Ask the focus question. Give the students time to think about it. Facilitate a discussion that leads to the understanding that in order to paraphrase and summarize information from three passages, a writer needs to
 - ✓ determine the topic of the passages,
 - ✓ determine the main idea of each passage,

- ✓ determine the important details in each passage,
- ✓ determine how to restate the information in a different way.

Facilitate a discussion that shows the difference between a paraphrase and a summary.

9. Distribute copies of the “Killer Bees” passage and display the transparency. Ask volunteers to each read one of the passages. Discuss each passage to determine its main idea and the details that support it.
10. Distribute copies of the *Writing a Paraphrase and a Summary* handout and display the transparency. Then ask the following questions:
 - ✓ What is the topic common to all three passages? (*An appropriate response is as follows: killer bees.*)
 - ✓ What is the main idea of “Passage One”? (*An appropriate response is as follows: scientists created a bee that could make honey faster than regular honey bees.*)
 - ✓ What are the important details in “Passage One”? (*An appropriate response is as follows: honey is enjoyed by many people; scientists created a new hybrid bee that could produce honey much faster; the new type of bee is called a killer bee; a killer bee is much more aggressive and gets angry quicker.*)

Discuss the responses for accuracy and model how to write the appropriate responses in the appropriate boxes on the handout. Have the students do the same on their copy. Repeat this same procedure for “Passage Two” and “Passage Three.”

11. Then, with the students’ assistance, write in the appropriate box on the transparency a paraphrase of the three passages that includes the common topic, the main ideas, and the important details of the three passages. Have the students do the same on their copy of the handout. Then, have the students assist you in writing an appropriate summary of the three passages. Facilitate a discussion to show the difference between a paraphrase and a summary.
12. Have the students get into three-person groups. Distribute the “Rainbows” passages and a second copy of the *Writing a Summary and a Paraphrase* handout. Have the students work collaboratively to complete the handout. Remind the students that each is responsible for his or her own copy of the handout.
13. When the students have finished, ask volunteers to share the common topic, the main ideas of each passage, and the important details of the three passages. Discuss the responses for accuracy. Discuss the details and ask the students if any were left out. Then have volunteers share their paraphrase and summary of the passages. Discuss the responses for accuracy.
14. To conclude instruction, ask the students to think about the following questions:
 - ✓ How is a summary different from a paraphrase?
 - ✓ How can three sources be summarized and paraphrased?

Based on the responses, facilitate a brief discussion emphasizing the differences between a summary and a paraphrase, and how to summarize and paraphrase three different sources.

Alternative Instruction:

- Select three nonfictional passages on the same topic. Distribute copies of the *Paraphrase and Summarize* reference sheet and display the transparency. Read aloud and discuss the information in each box. Distribute copies of the chosen passages. Read aloud the passages as the students read along silently. Explain to them that it is important to paraphrase and/or summarize the information obtained from sources when writing a research paper. Create on the classroom board three *Concept Webs* (See *Webbing with Literature* in the Appendix). Ask a volunteer to identify the main idea of the first passage and write it in the center circle of one of the webs. Then ask a volunteer to identify one of the important details included in the passage and write it in a circle connected to the center circle. Continue adding connecting circles with details until all the important details in the passage have been identified. Have the students copy the web onto a sheet of notebook paper. Repeat this procedure for the other two passages. When the three webs have been completed, write, with the students' assistance, a paraphrase and a summary of the three passages. Then facilitate a discussion about how determining the main idea of each passage and writing the important details included in the passages are important when writing a paraphrase or summary of a research paper.

PRACTICE

1. Have the students get into their book-club groups. Distribute copies of the chosen passages. Tell the students to read the passages and determine the common topic as well as the main ideas and important details in each passage. Have them write this information on a sheet of notebook paper.
2. Distribute the chart paper and markers. Have the students work collaboratively to create on the chart paper a paraphrase and a summary of the three passages.
3. When the students have completed the task, display the chart papers on a classroom wall. Ask volunteers from each group to explain their paraphrase and summary. Discuss the responses for accuracy. Use the responses as a means to facilitate a discussion that shows that paraphrasing and summarizing are important skills when writing a research paper.

Alternative Practice:

- Select three nonfictional passages on the same topic. Have the students get into three-person groups, and distribute copies of the three passages. Tell the students to read the passages and determine the main idea of each and the important supporting details. Have the students create on a sheet of notebook paper *Concept Webs* similar to the ones created in the Alternative Instruction component and a paraphrase and summary of the passages. When the groups have finished, ask volunteers to share their groups' webs, paraphrase, and summary. Discuss the responses for accuracy. Then facilitate a discussion about the steps

to follow when paraphrasing or summarizing information from three passages. Tell the students to write on the back of their notebook paper the procedure to follow when paraphrasing and summarizing information.

ASSESSMENT

- Have the students read the chosen passages. Prepare several multiple-choice questions in the following manner (four choices):
 - ✓ Which idea would be the least important to include in notes/outline about (topic)?
 - ✓ Which statement best summarizes/paraphrases the (#) passages?

Alternative Assessment:

- Prepare a set of three grade-level-appropriate nonfictional passages about the same topic, and have the students read them. Prepare several multiple-choice questions in the following manner (four choices):
 - ✓ When paraphrasing the passages, which detail would be the least important to include?
 - ✓ Which of the following statements would be the best summary/paraphrase of the three passages?

Dogs Are Important

Dogs are very important as family pets. However, some dogs have an even more important role than that of a family pet. Some dogs work as guide dogs and police dogs, while others entertain us in movies and television programs. We all should value the wonderful contribution animals make to our lives.

Paraphrase and Summarize

A PARAPHRASE

clarifies information by restating in other words the important points of the passage.

A SUMMARY

is a short version of a passage that includes the main points but not all the details.

How to Write a Summary and a Paraphrase

To Summarize Three Passages:

Step One: Find the topic common to all the passages.

Step Two: Determine the main idea in each passage.

Step Three: Summarize by writing a short statement about the common topic and ideas.

To Paraphrase Three Passages:

Step One: Find the topic and main idea common to all the passages.

Step Two: Write an outline or notes on the important details included in the passages.

Step Three: Restate the passages in different words, including the important details.

Butterflies

Passage One

On a sunny day, it's sometimes possible to see a butterfly. The most noticeable characteristic of a butterfly is its large, multicolored wings. It also has six legs and a pair of antennae. A butterfly's body is covered with tiny sensory hairs. As a butterfly ages, its wings become ragged and the color fades.

Passage Two

Butterflies always look as if they are sunning themselves in the sun. That's exactly what is happening. They can fly only if their body temperature is above 86 degrees, so they sun themselves in order to warm up. Some butterflies can fly up to 30 miles per hour, but the usual speed is approximately 5 miles per hour.

Passage Three

A butterfly's life cycle consists of four very interesting stages. It begins with the egg stage, in which an egg is laid, typically on a leaf. The second stage is the larva, or caterpillar, stage. During this stage, the caterpillar hatches from the egg and eats many leaves or flowers. The third stage is the pupa, or resting, stage. Finally, a beautiful flying adult butterfly emerges as the final stage of its life cycle.

Butterflies

(continued)

“Passage One” Notes

Topic: butterflies

Main Idea: A butterfly looks interesting.

Important Details: A butterfly has large and colorful wings, six legs, antennae, and tiny sensory hairs covering its body.

“Passage Two” Notes

Topic: butterflies

Main Idea: Butterflies sun themselves in order to fly.

Important Details: Butterflies always look as if they are sunning themselves; butterflies can fly only if their body temperature is above 86 degrees; butterflies can fly up to 30 miles per hour.

“Passage Three” Notes

Topic: butterflies

Main Idea: Butterflies have a four-stage life cycle.

Important Details: The first stage is the egg stage; the second stage is the caterpillar, or larva, stage; the third stage is the pupa stage; the final stage is the butterfly stage.

Paraphrase:

A butterfly is a very interesting animal. A butterfly has big, colorful wings; six legs; and a pair of antennae. As a butterfly gets older, its wings are not as bright and become tattered. Butterflies can fly only when they reach a certain temperature, so they can often be found soaking up the warmth of the sun. These creatures can fly up to 30 miles per hour. A butterfly goes through four stages during its life: egg, caterpillar, pupa, and adult.

Summary:

A butterfly has a four-stage life cycle and is a colorful animal that must be warm in order to fly.



Killer Bees

Passage One

Honey is a food enjoyed by many people, so scientists wanted to improve the amount of honey a bee could make. They created a new hybrid bee that would produce honey much faster. The new bee, called a “killer bee,” escaped and began to dominate regular honey bees. A killer bee gets angry much more quickly than other bees and is much more aggressive.

Passage Two

Killer bees react to smells around the beehive. When one bee stings, a smell similar to that of a banana is released. The smell angers the other bees and causes them to attack. An angry colony of killer bees may attack any threat within one hundred feet. They usually go after someone wearing shiny jewelry and dark colors.

Passage Three

What should you do if you are attacked by killer bees? First, try to run away because they are very slow fliers and most people can run faster than they can fly. Try to cover and protect your face to prevent bees from stinging you on your face. It is not a good idea to jump into water to get away from bees because the bees will wait until you surface and attack you again. After you get away, consult a doctor because many people are allergic to bee stings.

Name _____

Writing a Paraphrase and a Summary

Topic Common to All Passages:

"Passage One" Main Idea:

"Passage Two" Main Idea:

"Passage Three" Main Idea:

Important Details:

Important Details:

Important Details:

Paraphrase of the three passages:

Summary of the three passages:



Rainbows

Passage One

Sometimes on a sunny afternoon, we can see a beautiful rainbow in the sky. It happens when a ray of sunlight hits a raindrop and the light breaks into different wavelengths. Sometimes, you are able to see two rainbows at the same time. This is called a double rainbow. It consists of a sharp, clear rainbow and a fainter rainbow on top of it. If you look carefully, you'll see that the order of the colors in the upper rainbow is the reverse of the order of the colors in the lower rainbow.

Passage Two

Occasionally, it is possible for a full moon to form a rainbow. It occurs in the same fashion that a rainbow caused by the sunlight happens. The light from the moon is broken into different colors. However, a lunar rainbow is never as bright as a regular rainbow. Lunar rainbows are very rare, but they have been observed and recorded for hundreds of years.

Passage Three

Many cultures have legends about rainbows. They are often seen as a bridge between heaven and earth, or between the living and the dead. In Western cultures, a rainbow is a sign of hope, and the Arawak Indians of South America see it as a good sign only if it is seen over the ocean. It is even sometimes said that there is a pot of gold at the end of the rainbow.